



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10371218
SAU: China School Department
School: China Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

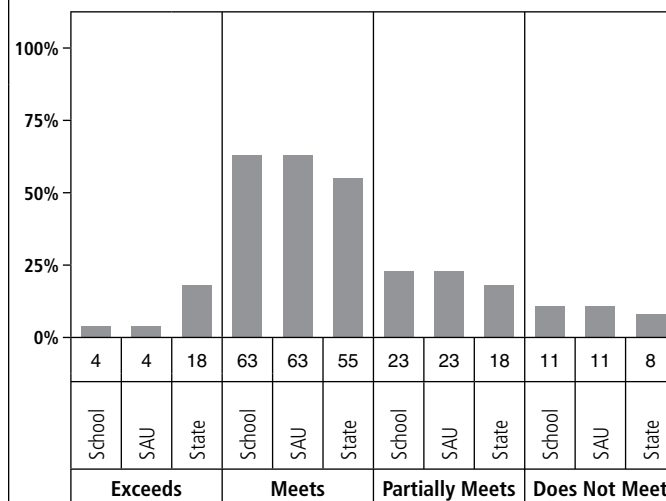
SAU: China School Department

School: China Middle School

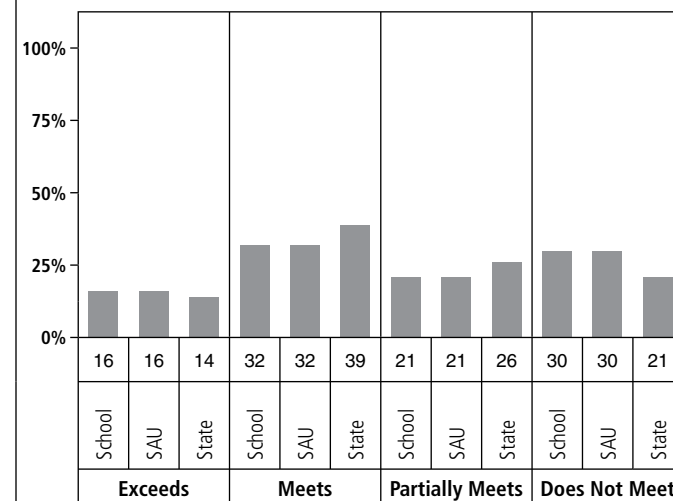
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	742	742	745
2006–2007	749	749	748
2007–2008	745	745	750
Cum. Avg. *	745	745	748
Mathematics			
2005–2006	734	734	740
2006–2007	740	740	742
2007–2008	741	741	743
Cum. Avg. *	738	738	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: China School Department
 School: China Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	58	100	58	100	14818	100	58	100	58	100	14698	99	58	100	58	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	1	2	1	2	178	1	1	100	1	100	176	99	1	100	1	100	177	100												
Caucasian/White	57	98	57	98	13927	94	57	100	57	100	13825	99	57	100	57	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	14	8	14	2556	17	8	100	8	100	2508	99	8	100	8	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	9	16	9	16	5461	37	9	100	9	100	5408	99	9	100	9	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	54	93	54	93	12195	82	54	93	54	93	12215	82						
Identified disability (PET/IEP)	4	7	4	7	418	3	4	7	4	7	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	0	0	0	0	181	1	0	0	0	0	182	1						
Participation with accommodations	2	3	2	3	2320	16	2	3	2	3	2303	16						
Identified disability (PET/IEP)	2	100	2	100	1912	82	2	100	2	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
Participation through alternate assessment (PAAP)	2	3	2	3	178	1	2	3	2	3	176	1						
Identified disability (PET/IEP)	2	100	2	100	178	100	2	100	2	100	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: China School Department
School: China Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	5	7	5	7	1769	11
	2006-2007	9	16	9	16	2630	18
	2007-2008	2	4	2	4	2604	18
	Cum. Total*	16	9	16	9	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	35	48	36	49	7521	49
	2006-2007	36	62	36	62	7605	51
	2007-2008	35	63	35	63	8049	55
	Cum. Total*	106	57	107	57	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	21	29	21	28	3773	24
	2006-2007	6	10	6	10	3000	20
	2007-2008	13	23	13	23	2672	18
	Cum. Total*	40	21	40	21	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	12	16	12	16	2399	16
	2006-2007	7	12	7	12	1620	11
	2007-2008	6	11	6	11	1190	8
	Cum. Total*	25	13	25	13	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.1	57.3	32.1	57.3	35.3	63.0
Literary Text	28	50	15.5	55.4	15.5	55.4	17.3	61.8
Informational Text	28	50	16.6	59.3	16.6	59.3	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: China School Department
 School: China Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	56	2	4	35	63	13	23	6	11	745	56	4	63	23	11	745	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	55	2	4	35	64	13	24	5	9	745	55	4	64	24	9	745	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	3	50	3	50	728	6	0	0	50	50	728	2330	2	30	36	32	735
No	50	2	4	35	70	10	20	3	6	747	50	4	70	20	6	747	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	56	2	4	35	63	13	23	6	11	745	56	4	63	23	11	745	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	8	0	0	2	25	3	38	3	38	734	8	0	25	38	38	734	5299	9	51	26	14	745
No	48	2	4	33	69	10	21	3	6	746	48	4	69	21	6	746	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	56	2	4	35	63	13	23	6	11	745	56	4	63	23	11	745	14514	18	55	18	8	750
Gender																						
Female	30	1	3	19	63	5	17	5	17	744	30	3	63	17	17	744	7084	24	55	15	6	752
Male	26	1	4	16	62	8	31	1	4	745	26	4	62	31	4	745	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	56	2	4	35	63	13	23	6	11	745	56	4	63	23	11	745	13569	19	56	17	8	750
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	756	5	20	80	0	0	756	574	61	38	1	0	765
No	51	1	2	31	61	13	25	6	12	743	51	2	61	25	12	743	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: China School Department

School: China Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	14 75 11 0	1 1 0	13 2 0	4 28 3	50 67 50	2 8 3	25 19 50	1 5 0	13 12 0	744 744 747	14 75 11 0	13 2 0	50 67 50	25 19 50	13 12 0	744 744 747	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	27 46 23 4	2 0 0 0	13 0 0 0	9 18 7 1	60 69 54 50	3 6 4 0	20 23 31 0	1 2 2 1	7 8 15 50	747 745 744 734	27 46 23 4	13 0 0 0	60 69 54 50	20 23 31 0	7 8 15 50	747 745 744 734	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	16 59 23 2	1 1 0 0	11 3 0 0	7 24 3 1	78 73 23 100	0 6 7 0	0 18 54 0	1 2 3 0	11 6 23 0	748 747 735 754	16 59 23 2	11 3 0 0	78 73 23 100	0 18 54 0	11 6 23 0	748 747 735 754	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 64 20	0 1 1	0 3 9	6 23 6	67 64 55	2 7 4	22 19 36	1 5 0	11 14 0	745 744 747	16 64 20	0 3 9	67 64 55	22 19 36	11 14 0	745 744 747	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 57 38	0 1 1	0 3 5	1 19 15	33 59 71	1 9 3	33 28 14	1 3 2	33 9 10	733 745 746	5 57 38	0 3 5	33 59 71	33 28 14	33 9 10	733 745 746	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	35 58 7	0 2 0	0 6 0	15 20 0	79 63 0	4 6 2	21 19 50	0 4 2	0 13 50	749 745 722	35 58 7	0 6 0	79 63 0	21 19 50	0 13 50	749 745 722	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 32 20 30	0 2 0 0	0 11 0 0	10 9 5 11	100 50 45 65	0 6 5 2	0 33 45 12	0 1 1 4	0 6 9 24	752 745 744 740	18 32 20 30	0 11 0 0	100 50 45 65	0 33 45 12	0 6 9 24	752 745 744 740	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
Optional school/SAU question A. B. C. D.	0 33 33 33	 1 0 0	 100 0 0	 0 0 1	 0 0 100	 0 0 0	 0 0 0	 0 1 0	 0 100 0	764 700 752	0 33 33 33	 100 0 0	 0 0 100	 0 0 0	 0 100 0	764 700 752						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: China School Department
School: China Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	4	3	4	1646	11
	2006-2007	7	12	7	12	2142	14
	2007-2008	9	16	9	16	2028	14
	Cum. Total*	19	10	19	10	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	23	32	23	31	5497	36
	2006-2007	15	26	15	26	5642	38
	2007-2008	18	32	18	32	5703	39
	Cum. Total*	56	30	56	30	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	19	26	20	27	4514	29
	2006-2007	27	47	27	47	4077	27
	2007-2008	12	21	12	21	3733	26
	Cum. Total*	58	31	59	31	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	28	38	28	38	3797	25
	2006-2007	9	16	9	16	3001	20
	2007-2008	17	30	17	30	3054	21
	Cum. Total*	54	29	54	29	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.4	52.5	8.4	52.5	8.8	55.0
Cluster 2: Shape and Size	14	25	5.4	38.6	5.4	38.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.3	41.3	3.3	41.3	3.5	43.8
Cluster 4: Patterns	18	32	7.4	41.1	7.4	41.1	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: China School Department

School: China Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	56	9	16	18	32	12	21	17	30	741	56	16	32	21	30	741	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	55	9	16	18	33	12	22	16	29	741	55	16	33	22	29	741	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	0	0	6	100	716	6	0	0	0	100	716	2321	2	16	26	55	727
No	50	9	18	18	36	12	24	11	22	744	50	18	36	24	22	744	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	56	9	16	18	32	12	21	17	30	741	56	16	32	21	30	741	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	8	0	0	0	0	1	13	7	88	722	8	0	0	13	88	722	5301	5	31	31	33	736
No	48	9	19	18	38	11	23	10	21	744	48	19	38	23	21	744	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	56	9	16	18	32	12	21	17	30	741	56	16	32	21	30	741	14517	14	39	26	21	743
Gender																						
Female	30	5	17	11	37	7	23	7	23	742	30	17	37	23	23	742	7086	14	40	26	20	743
Male	26	4	15	7	27	5	19	10	38	740	26	15	27	19	38	740	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	56	9	16	18	32	12	21	17	30	741	56	16	32	21	30	741	13572	15	40	25	20	743
Gifted/talented program																						
Yes	5	2	40	3	60	0	0	0	0	761	5	40	60	0	0	761	575	64	31	3	1	765
No	51	7	14	15	29	12	24	17	33	739	51	14	29	24	33	739	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: China School Department

School: China Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	14 75 11 0	1 6 2	13 14 33	1 16 1	13 38 17	4 7 1	50 17 17	2 13 2	25 31 33	740 740 745	14 75 11 0	13 14 33	13 38 17	50 17 17	25 31 33	740 740 745	6 50 40 4	7 13 15 16	29 39 42 37	26 26 26 23	37 22 17 24	734 742 744 742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	39 46 11 4	5 4 0 0	23 15 0	7 7 4 0	32 27 67 0	3 8 0 1	14 31 0 50	7 7 2 1	32 27 33 50	744 740 737 727	39 46 11 4	23 15 0 0	32 27 67 0	14 31 0 50	32 27 33 50	744 740 737 727	32 50 15 3	21 12 7 4	40 42 32 17	23 27 31 21	16 19 30 58	747 743 737 726
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	38 44 16 2	4 5 0 0	19 21 0	7 9 2 0	33 38 22 0	5 3 3 1	24 13 33 100	5 7 4 0	24 29 44 0	745 743 730 738	38 44 16 2	19 21 0 0	33 38 22 0	24 13 33 100	24 29 44 0	745 743 730 738	25 47 23 5	34 10 3 1	42 45 30 17	13 27 36 32	11 18 32 49	753 743 735 729
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	34 52 14	0 4 5	0 14 63	7 10 1	37 34 13	4 8 0	21 28 0	8 7 2	42 24 25	734 741 756	34 52 14	0 14 63	37 34 13	21 28 0	42 24 25	734 741 756	36 53 11	6 13 40	38 42 32	29 27 15	27 18 13	738 744 753
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	34 61 5	4 4 1	21 12 33	3 15 0	16 44 0	7 5 0	37 15 0	5 10 2	26 29 67	742 740 735	34 61 5	21 12 33	16 44 0	37 15 0	26 29 67	742 740 735	46 49 5	12 16 10	40 40 27	27 25 27	21 19 36	742 744 736
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	20 51 18 11	0 4 3 1	0 14 30 17	5 9 3 1	45 32 30 17	4 5 1 2	36 18 10 33	2 10 3 2	18 36 30 33	740 739 746 735	20 51 18 11	0 14 30 17	45 32 30 17	36 18 10 33	18 36 30 33	740 739 746 735	9 20 30 41	15 13 15 13	37 41 40 39	25 26 27 26	23 20 18 23	742 743 744 742
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times a month D. never or almost never	14 57 25 4	2 4 2 1	25 13 14 50	3 13 2 0	38 41 14 0	0 7 5 0	0 22 36 0	3 8 5 1	38 25 36 50	744 742 736 742	14 57 25 4	25 13 14 50	38 41 14 0	0 22 36 0	38 25 36 50	744 742 736 742	20 29 26 24	17 16 13 10	39 40 40 39	23 25 28 27	22 19 20 24	744 744 743 740
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	9 35 27 29	1 3 1 4	20 16 7 25	2 5 5 6	40 26 33 38	1 4 4 3	20 21 27 19	1 7 5 3	20 37 33 19	746 738 737 748	9 35 27 29	20 16 7 25	40 26 33 38	20 21 27 19	20 37 33 19	746 738 737 748	8 41 41 10	7 12 17 15	32 38 42 38	26 27 24 25	35 23 16 22	736 741 745 743
Optional school/SAU question A. B. C. D.	0 33 33 33	 1 0 1	 100 0 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 1 0	0 0 100 0	772 708 708 764	0 33 33 33	 100 0 100	0 0 0 0	0 0 0 0	0 0 100 0	772 708 708 764	 	 	 	 	 	

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number